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ABSTRACT

Focusing on students who are often referred to as "at risk," this book discusses the theory supporting whole language learning for all students and describes, in detail, the practical strategies used to help these students become readers and writers. The book, through its explanation of theory as well as presentation of individual students' "language stories," aims to help educators see that all students are capable of becoming readers and writers in an atmosphere where literacy is "real, meaningful, and individual." Chapters in the book are: (1) Whole Language: Literacy for "All" Students; (2) The Teacher's Roles: Supporter, Model, Facilitator; (3) Gary: Story Schema and Oral Language; (4) Tanya: Searching for Truth and Identity; (5) David: Growing as a Reader and Writer; (6) Debby: Raising Her Standards; (7) Thematic Teaching and Learning: Literacy across the Curriculum; and (8) Inclusion versus Equality: The Politics of Labeling. Contains 115 references. A 24-item list of contemporary classroom literature cited and an appendix that presents a summary of the developmentally appropriate practices recommended in a position statement of the National Association for the Education of Young Children and the National Association of Early Childhood Specialists in State Departments of Education are attached. (RS)

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